

Loyola alumnus

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Loyola alumnus

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The Cover

The cross on the roof of the College Chapel.

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Hall of Fame Men Inducted

Formally inducted, presented with bronze plaques for their homes and having individual oil paintings of themselves unveiled in the Athletic Complex, the ten "charter members" of the new Sports Hall of Fame were paid colorful tribute in conjunction with the 1967 Homecoming celebrations at the College on October 21.

The idea of a Loyola Hall of Fame was conceived by Ed Enos, the publicity-conscious Athletic Director of the College, in late 1965. His plan was presented in eloquent fashion to the Alumni Directors. The Directors led by Don McNaughton, Bill Brown, Charlie Phelan, Ron Hore, Ron Hebert and Bill Wilson were quick to appreciate the value of Mr. Enos' suggestion. But they decided to act in a cautious and calculated manner. The selection of the first ten men was two years in the making.

The first ten impress not only by

their records as athletes, because it is certain that Loyola has produced its share of heroes over seventy-one years. The most important common denominator shared by these men has been the fact that, without exception, all of them have strived for and achieved outstanding careers as businessmen, teachers, and public servants.

The men honored were: Senator Charles "Chubby" Power, a former wartime Minister of National Defence for Air, who captained Loyola hockey teams for several years and starred as well in football, bicycle racing, and track; His Excellency Pedro Suinaga, the Mexican Ambassador to Canada, who in 1926 booted the longest dropkick in the history of Canadian football, and was a Mexican Olympic soccer star as well as a standout golf player; Frank Shaughnessy, Sr., outstanding coach in football, hockey, and base-

ball, mentor of the famed '28 Maroon and White team, leader of the Ottawa Senators in the National Hockey League, long time President of the International Baseball League; Paul Haynes, quarterback of Mr. Shaughnessy's 1928 intercollegiate football champions, a ten year star in the National Hockey League, a boxing champion, a baseball player, L.C.A.A. president in college days, tennis administrator, successful businessman; Frank Shaughnessy, Jr., a quadruple threat at the College from 1924 to 1932, Frank performed in football, hockey, baseball, and track, he captained both the football and hockey teams, he played for the United States Olympic hockey team, during World War II was an officer overseas with the Canadian Army, now "chef de mission" for Canada at Olympic games and an executive with the Bell Telephone; Dinny Dinsmore, perhaps the most popular personality



to ever coach at Loyola, member of the 1926 Stanley Cup winning Montreal Maroons, great football player in Toronto, now an eminently successful business executive; Bernie McCallum, one of intercollegiate hockey's top coaches, eight championships in ten years, winner of three most valuable player awards, professional baseball prospect, solid football lineman, Bernie served with the Canadian Army in World War II, eighteen years a mathematics teacher at Loyola High School, now Director of Alumni Affairs; Dr. Bob Brodrick, football, hockey and baseball star, first winner of the Loyola Sportsmanship Trophy, playing coach in the English Ice Hockey League, author of a sports book entitled "Ice Hockey", student leader at Loyola and McGill, musician of note, physician of repute, conspicuous in community affairs; Jake Warren, one of the finest athletes to wear the

Maroon and White, a smooth playmaker in hockey, a cool but cunning quarterback in football, a deceptive athlete who took advantage of opponents' errors, definite professional prospect, adventurous and daring Jake lost his life in the skies over Europe while serving with the R.C.A.F. in World War II; Bob Bedard, one of Canada's all-time tennis greats, member many times of the Davis Cup team, another Sportsmanship Trophy winner, a most valuable hockey player, famed as an all round athlete in the Eastern Townships, an outstanding example for the young athletes of today, Bob teaches at Bishops College School in Lennoxville.

Aside from the late John Warren, the only other absentee at induction ceremonies was Senator Power, due to illness. Frank Shaughnessy, Sr. who had a leg amputated some months ago, turned up in a wheel-

chair at the luncheon in Hingston Hall and spoke for a few minutes to the nearly two hundred and fifty persons.

It was a great day for the Hall of Famers. They were appreciative at the reception and luncheon in the morning as they received their plaques from the President of the College, Very Reverend P. G. Malone, S.J.. They became enthusiastic and exuberant at the Dinner-Dance in the Ballroom of the Chateau Champlain Saturday evening.

Now they can sit back and think about the by-gone days. Occasionally they will drop over to the Athletic Complex to view the portraits, done in expert fashion by Tex Coulter, and read, perhaps to their children and grand-children, the captions extolling their exploits.



Above:

Some of the Head Table guests: Left to right: Frank Shaughnessy, Sr., Father Sherry, Bernie McCallum, Dinny Dinsmore (hidden), Bob Brodrick, Father Malone, Charles Phelan, Father McDonald, Pedro Suinaga, Paul Haynes, and Frank Shaughnessy, Jr.

Left:

Father Malone, Frank Shaughnessy, Sr. and Father Sherry.

Far left:

Father Malone and Bob Bedard.

Extreme left:

Paul Haynes, Bob Brodrick, Frank Shaughnessy, Jr., Bernie McCallum, and Pedro Suinaga.



Commerce 1948 - Commerce 1968

Two Decades of Commerce at Loyola!

Lawrence M. Bessner

The inauguration of the Faculty of Commerce in 1948 represented a radical change in the traditional classical approach to education at Loyola.

Professor Desmond McNamee, C.A. pioneered Commerce on Campus with the assistance of stalwarts like Dr. F. J. Hayes and Professor J. McMahon, C.A.. In those days, the total student body at Loyola consisted of 600 students with approximately four full-time professors. Lawrence Bessner who was appointed part-time lecturer in 1950 by Reverend Hugh MacPhee, S.J., Dean of Arts found himself greatly inspired by the devotion of the Jesuits who put a special emphasis on considering every individual a human being in his own right. He was fascinated by the family atmosphere of the College. Although the ranks of the Jesuits have thinned and the student body has expanded, this philosophy still permeates the corridors of Loyola. In setting up the Commerce programme, a great deal of emphasis was placed on the humanities. It was felt that the development of man should come before his vocation or profession.

In the spirit of our dynamic age, Loyola College grew and developed. The 'benevolent autocracy' of 1951 at Loyola changed to a pyramid structure today with a Board of Governors, Senate, composed of a majority of faculty members elected

by Faculty, Curriculum Committee, Academic Standing Committee, Admissions Committee, etc.

The College has over 150 lay professors on its full-time faculty compared to less than 15 Jesuit professors which clearly demonstrates a revolutionary change. The most charming addition to campus life were the co-eds who opened a new chapter in the progress of Loyola just four years ago. Compared to its size, Commerce has not many co-eds but with the acceptance of females in ever increasing numbers in the business world, the number of co-eds selecting Commerce will obviously rise.

The Faculty of Commerce participated in the rapid growth of Loyola. The present enrolment of 517 compared to 448 of last year is the highest in the history of Loyola. Of the former number there are 200 Freshmen. Candidates in Commerce have the choice of majoring either in Accounting, Economics and for the first time this year, Business Administration. This year Loyola has more graduates majoring in Accounting than the other two English-speaking universities in the Metropolitan area.

The new Business Administration Department is headed by the very capable Professor J. R. Hanrahan who, strangely enough, graduated from Saint Mary's in Halifax with all the prizes during the time that Father P. G. Malone, S.J. was President. Professor Hanrahan completed his formal studies at Columbia University and has had excellent experience working in a large Bank and Trust Company. His new programme is predicated on an appreciation of humanities but also with a strong exposure to the traditional Business and Management courses. These offerings are on a par, if not better than any other University in North America. Professors L. Boyle, W. Bannister, P. Casey, P. Kawaja and H. Ripstein are other faculty members of this newly created Department.

The Faculty in the Accountancy Department consists of Professors R. L. McGraw (Chairman), H. Dauderis, J. R. Hanrahan, D. MacDonald, H. Ripstein, E. Whitehall and L. Bessner.

The Institute of Chartered Accountants of Quebec grants special exemption from the intermediate examination to most students who are majoring in Accounting. Our record of students successfully qualifying for the degree of Chartered Accountant is indeed very good.

The Economics Department is under the jurisdiction of the Faculty of Arts. This Department assists in offering a major and honours degree in the Faculty of Commerce. Loyola has an outstanding record of students winning the coveted Woodrow Wilson Scholarship and many other academic awards.

The Commerce Faculty is facing the challenges of the new business world including Computers, Linear Programming, Quantitative Analysis and every phase of Operations Research. Today we find Commerce graduates of Loyola acting as professionals in Accounting practices, teaching at other Universities and playing leading roles in the business world. The Rehabilitation Centre of Montreal calls the Commerce Faculty on many of their special cases as they know and appreciate the dedication of Faculty to the success and development of students.

The Commerce Faculty is proud of the activities of the Loyola Commerce Students Association. The highlights of their activities for 1967-68 includes the following:

Accounting Club, A.I.E.S.E.C., Business Tours, Business Exposition, Commerce Handbook (for Freshmen).

Commerce News Staff: Managing Editor, News Editor, Sports Editors and Writers, Photo Editors, Writers and Reporters, Cartoonists, Other Staff.

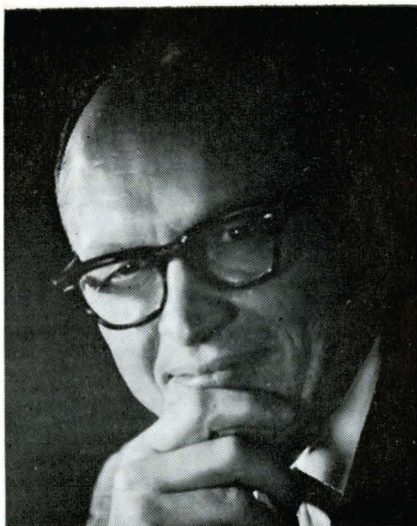
Blood Drive, Concerts, Economics Club, Graduate Employment Manual, Investment Club.

Luncheons with special guest speakers such as: The Hon. Mitchell Sharpe, Minister of Finance; Professor Laurier Lapierre, McGill University; Mr. Paul Sullivan, District Manager - Merrill, Lynch, Pierce, Fenner, Smith; Publicity Directors.

Society for Advancement of Management.

This Association has won many prizes for the outstanding group on Campus, and last year received the MAJOR SOCIETY OF THE YEAR AWARD. The environment of Loyola is conducive to stimulate all students in such extracurricular activities.

The professor in the Faculty of Commerce is known to be a realist with a keen understanding of the needs of the undergraduate. One may ask if it is a rewarding task? Professor Bessner, Dean of Commerce feels this way about it "this type of work is very soul-satisfying and one is kept perpetually young working with youth at Loyola."



A Case for Grants-in-Aid to Athletes

William A. R. Orban

The custom of luring athletes to institutions of higher learning is being practiced in all parts of Canada by establishments of all sizes. In many instances, financial assistance is the principal means used to entice them to attend a specific one. Yet when such cases are brought to the attention of the public, everyone recoils in disgust. Athletic scholarships are generally associated with evil, but the fact is that an athlete, like any student attending university, can benefit by financial assistance in pursuit of higher learning.

The criteria for the award of such financial assistance to students may be numerous. They may be given help based on each one's financial ability to pursue a university programme or may be granted in recognition of certain skills which are remembered by society. Such assistance is awarded to students for a great variety of intellectual, social and physical qualifications.

It follows that if financial aid is given and used to further the education of an individual regardless of the criteria, such assistance is in itself neither good nor bad.

It is the intention of the recipient and not the donor which ultimately determines whether this financial assistance is good or evil.

The objectives of the recipient to properly use any financial assistance may be established. The entrance requirement which one has to satisfy is one formal way in which a student makes a commitment and manifests his intention. Furthermore, because of the structure and control that may be used by the university, his aim, by means of attendance at class and results of examinations, can be continually tested. Consequently, there are rules which, if enforced, can ensure that the grants are employed as they were meant to be. Whether athletic scholarships achieve the intended purpose depends primarily on the degree of control applied by the institution.

The aim of the donor in providing such assistance, on the other hand, is relatively unimportant. Whether or not his intention is for the good of the student or for the good of the institution, in terms of winning teams, cannot change the intended purpose of the recipient, that is, as long as outwardly the designs are to assist the individual in pursuing a university career.

Furthermore, the form does not determine the good or evil of the aid to an athlete. Athletic scholarships may take any number of material aspects which help one to pursue a higher education. They may be outright grants like sums of money, tuition fees or they may be a reward for work performed; the remuneration may not be related to the actual time and effort accomplished. Although the means employed in providing the assistance to athletes may be questionable, the use the recipient makes of this compensation is the determinant factor. It is not the form itself which leads to abuse but rather the manner in which it is given. Even though the intent of the donor is good, the manner in which it is presented may be evil and foster hypocrisy and dishonesty.

In cases where shady dealings are associated with the awarding of financial assistance to athletes, it is inevitable that scandals, cheating, bribery will result. Understandably, the manner in which the aid is given is kept concealed and the control over them is correspondingly decreased. When such devious means are employed in recruiting, they tend to corrupt the recipient as well as the donor. Athletic grants may, under these conditions, be evil.

Recruiting is practiced by all institutions of higher learning to acquire staff, scholars and students with exceptional intellectual capacity. There

is no reason why similar enlisting practices cannot be extended legitimately to obtain students who have superior athletic ability, the basic assumption here being that athletics are an integral part of university life and that they can and do contribute to the formation of the participants.

There are some dangers in the recruiting of athletes, however, which are not uncommon. One of these is that the athlete recognizes his value and the demand for his ability. Consequently, he may quickly develop the attitude of peddling his skills to the highest bidder. This in turn encourages badgering and unmerciful coaching by recruiters in order to entice the individual to attend a specific institution, and as the demand increases, so does the price tag (financial assistance) which is requested. It is inevitable that even the well intentioned athlete becomes touchy, irritable, anxious and confused because of the tremendous amount of attention paid to him. Under these circumstances can we be surprised that the athlete loses sight of the primary purpose of the university. Furthermore, if this hard-sell recruiting is based on "under-the-table dealings", it is recognized by the individual and the dishonesty underlying the whole process is a step towards the athlete selling out and fixing outcomes of games.

Recruiting may be considered an organized and systematic search for talented individuals. Athletic enlistment has as its objective the choice of students with exceptional ability. If recruitment is carried out on a high level, both the individual and the institution benefit by it. For example, all good universities attempt to select the outstanding student and establishments with the highest academic reputation have the best organized recruiting system. This is good for the individual and is good for the institution because it raises the academic standards. Similarly, it follows that recruitment can boost the athletic standards of a university.

The hard cold fact is that a good recruiting program attempts to purchase athletic ability — to buy the best players in order to have the best team. But is this different from the recruiting program to acquire bright students to elevate the academic standards? Only if athletics are *not* considered as part of university life can athletic selection be criticized, for the aim of a university is achieved by the consummation of its objectives.

In a competitive society like ours,

fulfilment of excellence is related to recruiting because it is what provides the potential talent necessary to attain success. Unfortunately, competition brings out not only the good but the evil in human nature. When it becomes intense, the true qualities of men manifest themselves. The recruiting business can be very competitive. Although the personal qualities of an individual cannot be guided, his behaviour can be held accountable. To ensure the necessary control the recruiters, whether employed by the university or not, must be responsible to the university.

The abuses which result from competitive recruiting arise from the fact that excellence is pursued for its own sake and victory is all-important. The desire to win games and championships becomes so great that the intended purpose of athletics is lost. When this happens, athletics becomes commercialized and puts those in charge of sports programmes in a vulnerable position to pressure groups. With a greater public interest and prestige, the place of athletics in the educational process all too frequently changes. The necessity of success becomes paramount. Those in charge are in a state of material and moral dependency on outside pressure groups.

As stated above the basic assumption here is that athletics are an integral part of university life. A strong case can be made for athletics on the basis of the esthetic values; the contribution to the formation of the participant; the motivation to pursue excellence; not to mention the perfecting of one's physical attributes, skill and fitness.

A perfect execution of a complex sport skill can be as esthetic a product in the art of movement as a pirouette and can be approached in the same spirit. Under wholesome circumstances, self-discipline and such human virtues as loyalty, honesty, courage, sacrifice can be nurtured. The challenge of competitive sports provides a high degree of motivation and a standard of excellence in which he can test his skill. In addition to excellence of sports proficiency, one requires excellence in physical fitness to meet the challenges offered by competition. But the environment in which these human virtues may be acquired and formed demands that the individual, above all, must be considered and that the participation in the activity is a means to this formation and not an end in itself. It is only when these

educational aims are frustrated or made subservient to winning that athletics no longer have a place in institutions of higher learning.

This is not to say that winning isn't important. The desire to excel is natural for healthy vigorous individuals and should be encouraged. Competition and victory, if properly used, provide a tool and a standard by which one can measure his own efforts. Ideally, the outcome of the game is unimportant — it is only the attempt that one makes that really matters. It is always essential to strive to win but not so to end as victor in order to achieve the benefits of athletics.

In summary it can be said therefore that the so-called athletic scholarships or financial assistance to athletes can produce many benefits. Similarly, the purpose of recruiting which is related to competition and our competitive society may be good so long as the means employed are not immoral. It should be noted that it is not scholarships nor the recruitment that are bad; it is the manner in which these are used that determines the good or evil result.

Before suggesting ways in which the problem of athletic scholarships may be resolved, we should consider the issues related to the phrase itself. The expression, athletic scholarships, is descriptive of neither the function nor aim of the assistance. The term has connotations which are not implicit in the intent of this type of aid to students.

A term such as "athletic grants-in-aid" may avoid many misunderstandings and confusion that have arisen concerning this matter.

Assuming that athletics is a part of the educational process, that grant-in-aid for worthy students is neutral and that recruiting is an acceptable activity in our competitive society, we can now turn our attention to the means that can be employed to prevent their abuse.

Firstly, it is important that the attitude of presidents and administrators towards athletics be one of complete acceptance of its role in education. Athletics must not and cannot be just tolerated, it must be enthusiastically accepted. Words alone are insufficient — this attitude must be translated into action. The athletic program must be placed under the academic control of the institution. Professional physical educators should direct and supervise it in the context of the scholastic structure. This means that all those who are providing this service have a uni-

versity rank. Strong and courageous leadership may be required to implement such changes but without proper handling of the project, all other measures are in vain.

Secondly, recruiting must be under the rigid control of the institution. It should be by and for the university and consequently, should be organized and completely financed and controlled by it.

Thirdly, the athletic grants-in-aid should be awarded by an academic body who is responsible to the university and its administration directly. It should be the same organism which decides on other types of bursaries and scholarships with no distinction being made of its membership and selection procedures, except perhaps for the criteria which are used in the promotion. Although coaches may be involved in the choice of the candidates for such grants, they should only assist and never be given the responsibility to make the final decision.

Finally, it is essential to adequately supervise the recipient to ensure him of a respectable academic future. There should be no special scholastic privileges given to athletics which require a change in standards for entrance.

Under such conditions, athletics can make a real contribution to the student's development and accomplishment in later life. There are many examples that there is much more to education than high academic achievement and that the brightest student does not always become the most successful.

College Masses

ALUMNI WELCOME

DAILY

8:00 a.m. Hingston Hall Chapel

12 Noon College Chapel

5:00 p.m. Hingston Hall Chapel

SUNDAY

11:15 a.m. College Chapel

Draper of Toronto to Loyola of Montreal

Dave Draper of Toronto was named to coach the Loyola College Varsity Hockey Team. He replaced Floyd Curry who has assumed a full time position with the Montreal Canadiens.

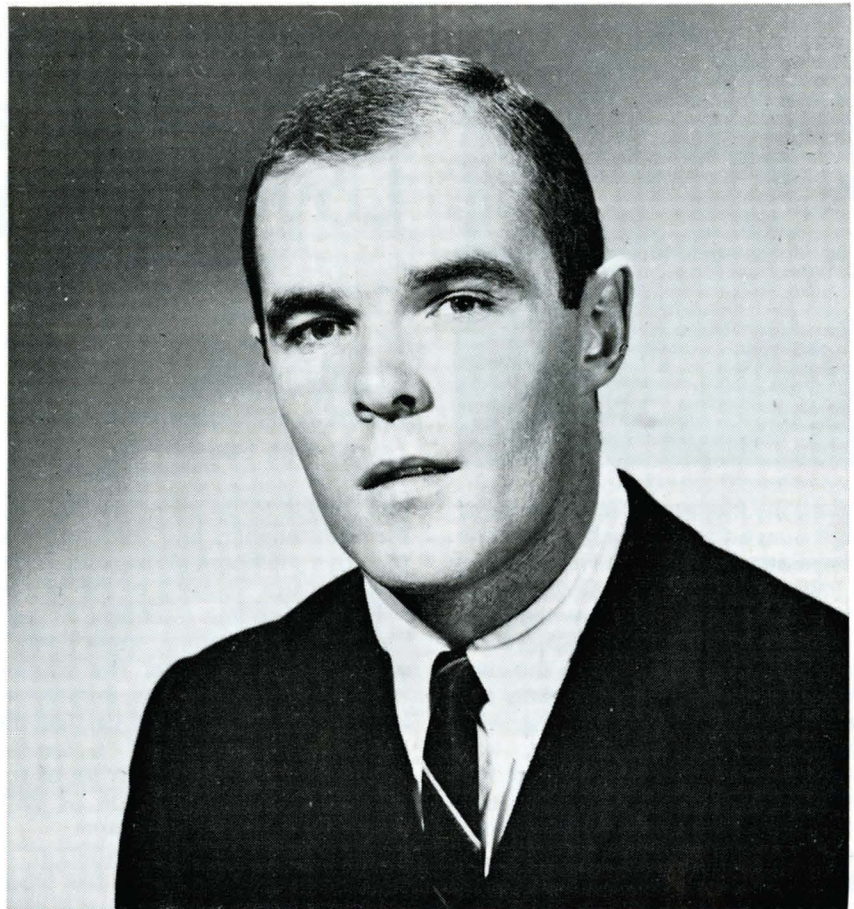
Draper played on Father David Bauer's St. Mike's 1961 Memorial Cup Championship Team. Later he led Michigan Tech to an N.C.A.A. Championship. After graduation, Dave remained at Tech as Assistant Varsity and Head Freshman Hockey Coach.

The new Loyola coach is from a hockey family. Dave's three brothers are all active in pro hockey. Twin brother Bruce fought off a bout of cancer to continue his career with Hershey last year. Pat Draper is with St. Louis and brother Mike played pro with San Francisco.

Draper was selected over 52 applicants for the position. Dave's duties include coaching both the varsity and junior varsity squads, supervising the hockey intramural league and instructing Physical Education classes. Also he has been assigned to extensively recruit the Ottawa and Toronto areas where he has many personal contacts.

The Department of Physical Education and Athletics at Loyola now boasts a further University image with three highly qualified coaches for their three major sports: Football, Hockey and Basketball.

Draper is residing in suburban Pointe Claire.



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How we prepare them for College at Loyola High School

by Gilbert Drolet '52 — B.A., M.A.
Chairman — English Department —
Loyola High School

Perhaps the most effective way of beginning an article such as this one is to reintroduce Loyola High School to many of the readers who were once students here. Notwithstanding the imposing structures that have been erected around us in the past few years, the Junior Building still serves as home base for those who are preparing for College life.

A cursory visit might mislead one into thinking that there has been little or no change. The cuckoo-clock still ticks away the hours in Father Hodgins' classroom; the library is still under the watchful eye of Father Breslin; the disturbing sound of the "biffs" yet reverberates through the halls jolting innocent and guilty alike back to reality; "jug"

still proves to be a popular pastime for both teachers and students; and the boys still fidget in the Auditorium awaiting the Reading of the Marks.

But behind the retention of such venerable institutions, there beats a great pulse of change. The waning idol of so many students, Bob Dylan, had no need to remind us that the times were "a-changin' ", for the Administration is fully aware of the fact that change presents us with one of our greatest problems.

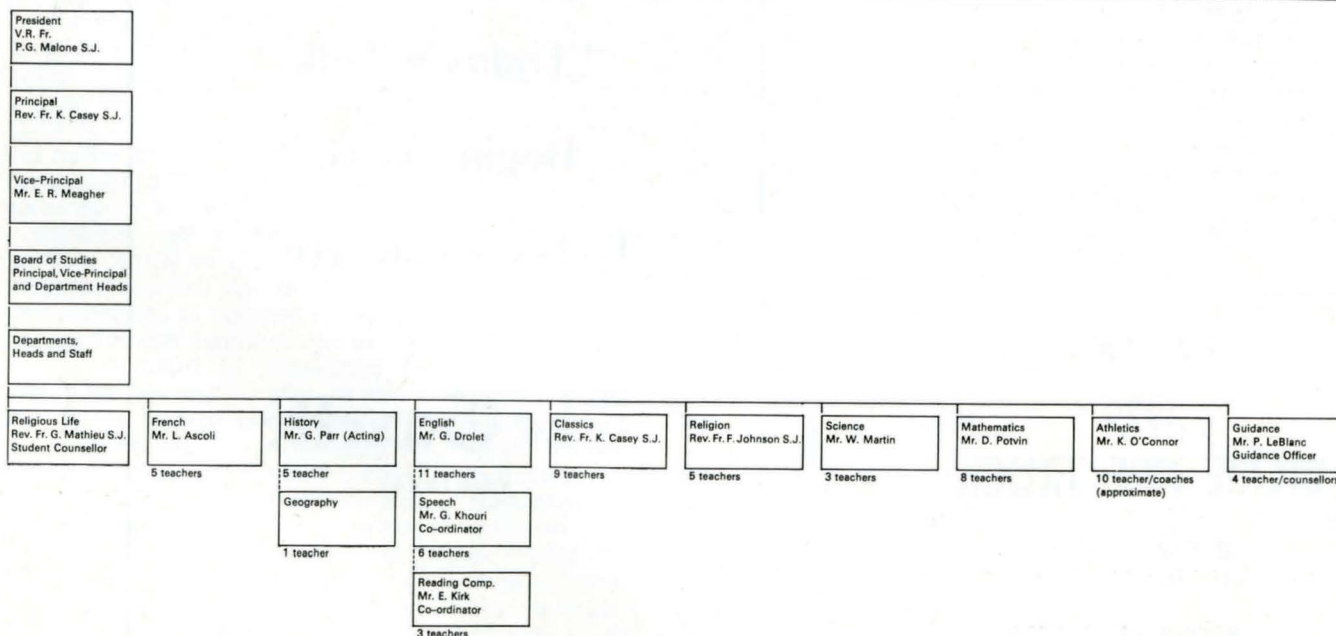
Perhaps a brief examination of some of the solutions to the problem will be of interest and value here.

The composition of our Staff has changed drastically in the past ten years. Whereas members of the Society of Jesus once constituted the

majority of the teaching staff, the changing times have now placed much of the load upon qualified and dedicated laymen who presently outnumber their counterparts from the Clergy by almost 2 to 1. Two more obvious reasons for this development are the regrettable dearth of religious vocations and, fortunately, the increasing interest in the teaching profession on the part of the laity.

A simple Organization chart should give a clear picture of the structure of the Administration and Staff of the school.

Though the chart does not include the elaborate and intricate involvement of many people in activities ranging from the coaching of foot-



ball to moderating the Chess Club, it should be obvious that the High School's primary function is to train and develop boys academically, spiritually, athletically, socially and culturally. Our duty is not merely to inform but to *form* them into WHOLE MEN; men who will be able to cope with the increasing demands made of them in the world of the College and the University.

But just how do we prepare them for College? We are fortunate in having rather demanding Entrance Examinations for all applicants to the school. Indeed, the competition is so intense that in one year we had over 430 boys trying for 175 vacancies in 1st High.

Ideally, the results give us a student body that is capable of handling the curriculum established over a period of years. The problem remains that we must insure that the student's performance measures up to or surpasses his known potential.

Those who are accepted are sent lists of book titles, six of which must be selected, read and reported upon on the opening day of school. This Summer Reading Programme was initiated by the English Department three years ago and has met with the general approval of parents and students alike.

The Programme is carried on throughout the student's High School career until graduation. Furthermore, it has brought about a *rapprochement* between the English, History and Classics departments as the boys must choose a specified number of each type to meet admission requirements for the next year.

In addition, all students are required to report upon another eight books during the Academic year. Once again the titles must be approved by the three departments concerned. To "old time" High School graduates the change from six to fourteen book reports a year must seem drastic but there is no doubt that it is necessary in the light of the increasing reading demands being made upon students in College.

While on the subject of Reading, it should be said that a concerted effort is now being made to increase speed and comprehension in this most essential area of the learning process. Reading Comprehension classes are being conducted throughout the Junior School and will encompass the whole student body probably by next year.

The Curriculum is the same for all students in the Junior School. How-

ever, before entering 3rd High, the student has to make a choice between Honours Arts, with emphasis on the Humanities; Honours Maths/Science, where the stress is on Mathematics; Science, where Maths, Physics and Chemistry are given priority; and, finally, the Arts course which simply prepares him for entrance to College. Frequently the choice has to be made by the Administration for the boy who is in academic difficulty and often not realistic enough to see that his own choice would inevitably result in failure in the course for which he indicates preference.

Those students who are accepted into the two Honours streams acquire Freshman College credits in Latin and Greek or Maths.

An explanation of the specific aims of the various departments will perhaps help complete the picture of our role in College preparation.

CLASSICS:

The teaching of Classics in the high school is at present in a period of transition and will continue in this vein over the next few years. The approach differs according to the year and the class.

All students write a Junior Matriculation paper in Latin at the end of third year. With this provincial requirement fulfilled, the Fourth High division between Arts and Sciences becomes complete. Two fourth year classes take no Classics courses; the Honours Arts group studies Greek and Latin at the First Year College level and College credit is given for this; and the Arts class engages in a further study of Latin at the Senior High School level.

In first and second years, a new emphasis is placed on getting the students to read the original Classical authors from their very first encounter with the Latin language. This is based on a growing consensus among Classical scholars that the only justifiable reason for teaching Latin is the study of Roman authors and the bearing their work has had on Western civilization. Consequently, very little emphasis is placed on English to Latin Composition except insofar as it has a bearing on facilitating the study of Latin Authors.

With this in mind, a new course embodying these principles will be introduced in the High School next fall that should prove as significant in the teaching of Classics as the "New Maths" did in Mathematics.

Along with the "New Classics" comes a pronunciation change new to those long acquainted with ecclesiastical Latin, the generally recognized "Classical pronunciation".

Whereas our fathers and their fathers quoted Caesar's triumphant claim "Veni, vidi, vici"; Loyola's students will say "Weni, widi, wici".

MATHEMATICS:

All classes are studying Maths from the "modern approach".

The ultimate aim is to have all classes prepared to enter all faculties. At the present time, three classes are so prepared.

The Honours Maths/Science class completes Elementary Algebra and Plane Geometry at the end of 3rd High. In 4th High, Intermediate Algebra, College Algebra, Trigonometry and Analytical Geometry are covered. These boys are ready for all faculties.

The Science class completes Elementary Algebra, Plane Geometry, Intermediate Algebra and Trigonometry. These boys are also prepared for all faculties.

The Honours Arts class completes the same course as the Science class.

The Arts Class completes Elementary Algebra and Plane Geometry and is prepared to enter the Arts or Commerce Faculties only.

RELIGION:

The purpose of the courses in Religion is to offer the opportunity to students to be informed about their faith. Their aim is to develop laymen who can give an account of their faith and who can distinguish what is of substance from what is passing. To this end, the courses present salvation history as a continuing reality in which the students are led to realize their own involvement. With informed minds, they will be better equipped to "discern what is the good and acceptable and perfect will of God". (Rom. 12:2).

This purpose is in accord with and takes great encouragement from the Second Vatican Council which says of laymen: "They exercise a genuine apostolate by their activity on behalf of bringing the Gospel and holiness to men, and on behalf of penetrating and perfecting the temporal sphere of things through the spirit of the Gospel." (Decree on the Apostolate of the Laity, No. 2).

The aim of the Loyola programme, in short, is to form laymen capable of this apostolate and eager for it.

FRENCH:

The course is mainly oral. The written part is simply geared to enable students to write everything they can say.

In our Language Laboratory we have found that if they can speak adequately, they will be able to follow any of the Grammar or Literature courses still being offered in many Colleges today.

The approach is aural — oral — reading and writing.

The ideal is to have groups as homogeneous as possible. Therefore, there are parallel teaching classes where the groups intermingle and communicate because they are chosen for their homogeneity. An attempt is made to keep the slower groups down to a workable size.

Reports have already come from College authorities and students that our students have a distinct advantage over those who have never studied under an Audio-visual programme.

SCIENCE:

The general Science course is designed to present the student with an overall picture of science as applied to daily life. It includes Biology, Chemistry, Physics, Astronomy and the Earth sciences.

On the Senior level, Chemistry is studied in detail — a basic course is designed to prepare students by introducing all topics which will be covered in greater detail in a first year college course. The Physics course is designed along the same lines.

In 3rd and 4th year, the student is encouraged to do a great amount of work on his own. Classes are presented somewhat along the lines of College lectures. Here the student must learn to work for himself without constant pushing so that he will be prepared, to an extent, for the responsibility that will be his in College.

Material is covered quickly but thoroughly with a minimum of "spoon feeding" and plays down the idea of an episodic series of topics covered and terminated by semester examinations.

Interest is fostered by such activities as the Science Club and Science Fairs in which an individual's specific interests are treated with special attention.

SPEECH:

The ultimate objective should be to instil in the student the self-confidence, poise and basic skills

in public speaking that will enable him to acquit himself creditably when called upon to address a gathering.

ENGLISH:

On all levels the goals are generally:

1. To train students in the arts of oral and written communication;

2. To develop in all students a sense of appreciation for the literature of the past and the present;

3. To encourage the students to read widely and in depth from a selected list of recommended books;

4. To develop the realization of the equal importance of independent thinking and of the sharing of ideas.

No longer does a student receive a mark in Composition based on two hours' work in a June Final. His grade is now given as a result of his writing performance throughout the year. Each weekend theme counts.

As he progresses through High School, the boy is expected to do more independent research and to express himself clearly and effectively mainly through expository writing on the Senior level.

No longer are the text and the teacher the sole means of moulding the student. Films, tapes, and all manner of Audio-Visual materials are brought into play.

In the Honours Arts classes, an enriched programme is offered. It includes intensive study not only of the Masters but of leading contemporary writers as well.

Here the student is involved in Writing Labs which have as their purpose the perfection of written expression.

HISTORY:

The triple aim of this department is to engender interest, skill and knowledge in the subject. It is believed that the best means of achieving this aim begins with increased interest and goes on to the acquisition of at least an elementary ability to examine critically what people say about events, historical or contemporary. This requires a departure from many of the ways in which history has traditionally been taught, with the substitution of methods and materials of inherently greater value.

The text-book is being demoted from its position as the chief source of data to a place co-equal with reprints of original documents, newspapers, maps, audio-visual materials and the books in a library undergoing rapid expansion.

ATHLETICS:

The *raison d'être* of this department is obvious to all.

The student entering 1st High receives two years of Physical Education where he becomes aware of the values of fitness, competitive sport and social contact to be derived from athletics.

He learns new skills and perfects old ones. Then, if he wishes, he is able to practice and apply these skills to many performance levels.

There are the extramural teams in each sport subdivided according to age into Senior, Junior and Bantam. There are also the Bantam House League teams in all of the major sports for those not yet of extramural calibre. Lastly, each class is represented by a team in every sport.

The variety of sports offered is large. The Fall term is the season for Golf, Football and Soccer. In the winter, there is Hockey, Swimming, Basketball, Volleyball, Skiing, and Curling. Track and Field and Softball are predominant in the spring.

SPIRITUAL LIFE:

Inveterate Loyolans will be surprised to hear that the Sodality is dead. The name has been dropped on both Junior and Senior levels to make way for two new organizations that seem to be more in keeping with the times.

The Juniors have chosen the title "The Way" for their own. The Seniors call their organization "Life". Both are strictly voluntary and the response so far has been most encouraging. Boys have joined together for the purpose of exchanging ideas on questions that are vital to them and also to commit themselves as Christians to a world which sorely needs them.

GUIDANCE:

This department provides services to students ranging from advice on personal matters to vocational counselling.

Testing programmes have been established to aid in assessing academic ability, achievement and interest.

Information concerning career opportunities is also available. Volunteer teacher counsellors assist the Student Counsellor and the Guidance Officer in these most important duties.

So these are some of our aims and methods. No mention has been made of the countless other organisms so vital to the proper function-

ing of a school. Such things as the History Fair, Maths Competitions, the Maroon and White, the Review, the News, Venture, Essay contests, our recent and most successful Centennial Festival which involved schools from Toronto and Winnipeg are but a few of the distinguishing features that make Loyola High School stand out in the English Catholic community.

Two things remain to be said.

On the most pragmatic level, as we are specifically a college preparatory school, and as College Entrance Examination Board exams are a near universal requisite for entrance, we feel a very strong obligation to make certain our graduates have acquired the necessary body of knowledge to do well on these examinations. That alone is certainly not an adequate objective for a four year High School course but it is necessary.

If the question were "How well do we prepare them for College at Loyola High School?", the answer would be much more difficult to give. We are sometimes surprised and shocked when we hear of one of our graduates faring poorly in College. We feel we have equipped him academically to meet the challenge. Yet, he founders.

It would perhaps be fitting to say that the teaching profession suffers from a serious lack of *rappor*t between its members. More precisely, the "natural" divisions between elementary, secondary, college and postgraduate education have, almost of necessity, resulted in a serious breach in the dialogue that should exist ideally between the four. Hence, it is not uncommon to witness a fascinating game of "passing the buck" when the occasion arises, rather too frequently, to explain the reason for high failure rates and other such unfavorable statistics.

Too often . . . schools are expected to be all things to all people. As a result, institutions of primary importance, such as the family, are too eager to give up their responsibilities to the schools which are not in a position to assume them.¹

If we are to accept Professor Gallegos' statement, the teaching of responsibility forcibly becomes our most difficult and important challenge and it devolves from Kindergarten to Ph.D.


1. A. Gallegos, "The Changing Face of Education", *Journal of Secondary Education*, October 1967, p. 278.

The Loyola Dinner-Dance was held under the distinguished patronage of The Honourable Daniel Johnson, P.C., Q.C., Prime Minister of the Province of Quebec, and Mrs. Johnson. The other patrons were :

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Dinner-Dance a Success!

Centerpieces of White Poms and Red Sea Oats, supplied by Ken McKenna of McKenna of Cote des Neiges, decorated the ballroom of the Chateau Champlain on October 21, for the Dinner-Dance held by the Association on the occasion of Homecoming '67.

The Dinner-Dance was the culmination of a week-end of activity. Commencing with the Ian and Sylvia show and on through the Sherry Party, the Hall of Fame reception and luncheon, and the football game between Ottawa University and Loyola, a good number of past students enjoyed themselves.

This was undoubtedly the most

successful Homecoming ever at Loyola. Those who attended the Dinner-Dance are anxious to return, while many others who sat in the wings are clamoring for tickets for next year's event. The Dance has been established on Montreal's social calendar and October 19, 1968 will witness another gala night at the Chateau Champlain.

This year 334 persons danced to the music of Nat Raider and his Orchestra. Next year a limit of 340 tickets will be available. If you are interested, and you should be, obtain your tickets at the earliest possible moment. Come to the coming Social Event of the year.

Among those who attended the Loyola Ball on October 21st were:

Mr. and Mrs. Paul Amos; The Honourable and Mrs. Léon Balcer; Mrs. Murray Ballantyne; Miss Jane Barry; Mr. and Mrs. Gaston Beauregard; Mr. and Mrs. Robert Beauregard; Mr. and Mrs. James N. Bellin; Miss Sue Berard; Dr. and Mrs. Robert Bertrand; Mr. and Mrs. Lawrence Bessner; Mr. and Mrs. Lawrence Boyle; Mr. and Mrs. Hugh Braceland; Mr. and Mrs. L. G. Bratty; Mr. and Mrs. J. Romeo Brault; Mayor and Mrs. Edwin M. Briggs; Mr. and Mrs. Jacques Brisebois; Dr. and Mrs. Robert J. Brodrick; Mr. and Mrs. Peter Brown; Mr. and Mrs. J. Lawrence Byrne; Dr. and Mrs. Aldo S. Cappelli; Mr. Jean-Paul Cardinal, Q.C. and Mrs. Cardinal; Mr. and Mrs. Paul Carriere; Mr. and Mrs. Paul Carten; The Honourable Mr. Justice and Mrs. Paul C. Casey; Mr. and Mrs. Julio Cassiani; Mr. and Mrs. J. Clark; Mr. and Mrs. Stanley Clarke; Mr. and Mrs. O. Cleyn; Mr. and Mrs. George Colford; Mr. Duncan Cowan and Miss Ella Borren; Mr. and Mrs. G. J. Curran; Mr. and Mrs. F. DaCosta; Mr. and Mrs. Jean-Claude Delorme; Mr. and Mrs. Charles Dinsmore; Mr. and Mrs. J. Lawrence Doherty; Mr. and Mrs. James Donaldson; Dr. and Mrs. Georges Donato; Dr. Arthur Donohue; Mr. and Mrs. J. Stirling Dorrance; Mr. and Mrs. R. P. Duder; Mr. and Mrs. William Dyson; Mr. and Mrs. E. Enos; Mr. and Mrs. Elmer Ferguson; Mr. Louis Ferguson; Mr. J. Moyle Ferrigan and Miss Patricia Donovan; Mr. and Mrs. Gerald Flanagan; Lieut. General F. J. Fleury, C.B.E., E.D., C.D., and Mrs. Fleury; Dr. and Mrs. T. Donald Gagnon; Mr. and Mrs. Edward Gallagher; Mr. and Mrs. Brian Gallery; Mr. and Mrs. James Garinther; Rev. Marc Gervais, S.J.; Rev. A. Graham, S.J.; Miss Sandra Guadagni; Dr. and Mrs. John Gutelius; Mr. and Mrs. Paul Gyrling; Mr. and Mrs. J. W. Hackett; Mr. and Mrs. Paul Haynes; Dr. Roger Hebert; Mr. and Mrs. Ronald J. Hebert; Mr. Harry J. Hemens, Q.C. and Mrs. Hemens; Mr. James Hemens, Q.C., and Mrs. Hemens; Rev. John Hilton; Mr. Ronald J. Hore; Mr. and Mrs. E. Joy; Mr. and Mrs. Kevin Keating; Mr. and Mrs. W. W. Kennedy; Mr. and Mrs. D. F. Kindellan; Dr. and Mrs. Stanley Knox; Mr. and Mrs. Thomas Lane; Mr. and Mrs. Arthur Lapres; Mr. and Mrs. Edward Lennon; Mr. and Mrs. Paul Levasseur; Mr. and Mrs. Paul M. Levesque; Dr. and Mrs. C. Crawford Lindsay; Mrs. Josephine Lombardi; Mr. and Mrs. Robert Lovell; Mr. Ian Macdonald; Mr. and Mrs. Clifford S. Malone; Very Rev. Francis G. Malone, S.J.; Mrs. Viola Manes; Dr. and Mrs. Robert A. Manion; Rev. G. Mathieu, S.J.; Mr. and Mrs. David McAsey; Mr. and Mrs. Patrick McAvooy; Mr. and Mrs. F. McCaffrey; Rev. John F. McCaffrey, S.J.; Mr. and Mrs. Bernard H. McCallum; Mr. and Mrs. John McCann; Mr. and Mrs. John McCarney; Mrs. Dorothy McGee; Mr. and Mrs. Gerald McGee; Rev. E. McKenna, S.J.; Dr. and Mrs. R. D. McKenna; Mr. and Mrs. Thomas McKenna; Mr. and Mrs. Emmett McMullan; Dr. and Mrs. John McMullan; Mr. William J. McQuillan, Q.C., and Mrs. McQuillan; Mr. A. B. Mellor; Mr. François Mercier, Q.C., and Mrs. Mercier; Miss Gail Moran; Mayor Samuel Moscovitch, Q.C. and Mrs. Moscovitch; Mr. and Mrs. Franklin Murphy; Mr. and Mrs. George Murphy; Rev. A. J. Nelson, S.J.; Mr. and Mrs. Andy O'Brien; Rev. J. O'Brien, S.J.; Mr. H. J. O'Connell, K.C.S.G., and Mrs. O'Connell; The Honourable Mr. Justice and Mrs. J. Brendan O'Connor; Mr. and Mrs. B. O'Neil; Mr. and Mrs. James O'Reilly; Mr. and Mrs. John N. Parker; Mr. and Mrs. J. W. Paterson; Mr. and Mrs. John J. Pepper; Mr. and Mrs. Charles A. Phelan; Rev. H. Phelan, S.J.; Mr. and Mrs. Robert Phelan; Miss Joan Pinkus; Mr. and Mrs. Lawrence J. Poitras; Dr. and Mrs. Hugh Power; Mr. and Mrs. Clarence Quinlan; Mr. and Mrs. Salvatore Randaccio; Mr. and Mrs. David P. Rannie; Dr. and Mrs. Nello Renzi; Mr. and Mrs. J. Kevin Reynolds; Mr. and Mrs. Richard J. Riendeau; Very Rev. C. C. Ryan, S.J.; Dr. and Mrs. Albert J. Schutz; Mr. and Mrs. John Sessenwein; Mr. and Mrs. R. C. Shearer; Rev. E. F. Sheridan, S.J.; Rev. E. Sherry, S.J.; Mr. T. P. Slattery, Q.C., M.B.E., and Mrs. Slattery; Mr. and Mrs. John Stefanizyn; Miss Louise Stelmashuk; Ambassador and Mrs. Pedro Suinaga; Mr. and Mrs. Donald Tobin; Rev. G. Topp, S.J.; Mr. George Uihlein; Mr. and Mrs. A. K. Velan; Mr. and Mrs. Charles Wayland; Mr. and Mrs. Arthur Wickham; Mr. and Mrs. William H. Wilson, Sr.; Mr. and Mrs. William H. Wilson, Jr.; Mr. and Mrs. Louis Zardo.



HOMECOMING COMMITTEE MEETING BEFORE THE BALL

Standing: Jean-Paul Cardinal, Q.C., Gerald Flanagan, Miss Yolande Picard, Lawrence Doherty, Charles Phelan. Sitting: Mrs. Denise Cardinal, Mrs. Marion Phelan, Mrs. Dolores Flanagan, Mrs. Keena Doherty.

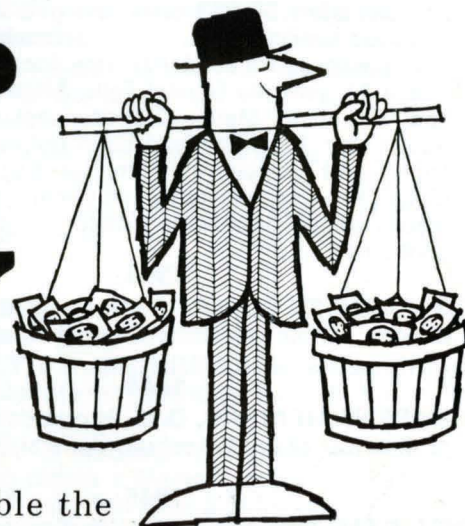


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The Lookout

1936

DR. GUY JORON has been appointed an associate dean of McGill's Faculty of Medicine.

1937

R. V. 'DICK' HERMANSEN was administrator of the Kitchener, Ontario, Lions Club project which brought approximately 50,000 boys and girls to Expo. They arranged special trains, meals, accommodations and even passports for the 4-day trips. Included in one trip was a 11-year old Crystal Falls, Michigan, boy who had written to Mayor Drapeau seeking help for a return visit. His letter had been published in newspapers and received many replies. But the Kitchener Lions Club acted promptly and generously. Congratulations on an outstanding major Centennial project gentlemen.

1940

DR. STANLEY KNOX has been appointed executive director of the Lakeshore General Hospital.

1944

JAMES W. HEMENS, Q.C., is president of the board of directors of the Lakeshore General Hospital.

1945

REV. REMI LIMOGES, S.J., is directing counselling services at St. Paul's College, Winnipeg, and lecturing in psychology.

REV. ALLAN J. McDONALD, chaplain with the R.C.A.F., has been promoted to Squadron Leader and assigned to Divine Word Centre in London, Ontario, while he takes a year's course in catechetics.

REV. DANIEL McLARNON, S.J., has been assigned to the Apostleship of Prayer office, Toronto.

1946

COMMANDER THOMAS E. CONNORS has moved back to Halifax, Nova Scotia.

1948

JOHN WALSH has moved to Oakville, Ont.

1951

REV. DONALD PARE, S.J., spent the summer teaching at Toronto University and is now taking a two-year course towards his Ph.D. at the University of Florida.

BOB LEONARD has moved to Vancouver. He is with the firm of Lamond, Dewhurst, Westcott & Fraser.

1952

LARRY ASCOLI, on the teaching staff at Loyola High School, was elected president of the Association of Teachers of French (2nd language), Quebec.

REV. MURRAY McCrORY has moved from St. Thomas More Parish, Verdun, to St. Kevin's Parish, Côte des Neiges, Montreal.

1953

REV. JOHN PELADEAU, S.J., was recently granted an Ontario Graduate Fellowship for 1967-68 for further work in psychology.

1954

CHRISTOPHER MILNE has moved to Calgary.
HOWARD WEBB has moved to Vancouver.

1955

DONN WILSON is now with C-I-P Panelboards Limited and located in Ottawa.

1957

ROBERT CONNOLLY has moved from Pierrefonds, Que. to Burlington, Ont.

ED FOLEY has been appointed district sales manager of Xerox of Canada Ltd.

GENE GAGNON has moved from New York to Raleigh, North Carolina.

LOUIS LAPIERRE has been appointed district traffic manager of Bell Telephone Company, Montreal.

1959

TOM DAWSON has been transferred from the Montreal office of Touche, Ross, Bailey & Smart, Chartered Accountants, to their Halifax office as audit manager.

EDUARDO FERNANDEZ has been appointed controller of Central Romana Corp., a subsidiary of Gulf & Western Industries, Inc., in the Dominican Republic.

LEO 'BUDDY' MOORE is a geography teacher at LaSalle Catholic High School.

BOB O'REILLY received a Ph.D. in education administration from the University of Alberta. He is an assistant professor in the science of education faculty at the University of Montreal.

1960

EMMETT McMULLAN has been appointed Director of Personnel at Loyola. Previously he held this position at St. Mary's Hospital, Montreal.

1961

D. P. 'CHICK' CHICANOT, who recently received his M.A. in educational guidance from McGill, is on the staff of LaSalle Catholic High School.

DR. HENRY EDWARDS received his doctorate in Psychology from Ottawa U. in October (Magna cum laude). He is now lecturing there in their Psychology Faculty's Dept. of Psycho-Physiology.

LARRY MORIARTY is a civil works engineer with Hydro Quebec at the Gentilly Nuclear Power Station, Gentilly, Quebec.

BOB SIMMONS, who is in his final year of M.B.A. studies at Western, spent the summer calling on doctors and hospitals in the Sault, Sudbury, North Bay, Timmins district. He was a special representative of the Elliott-Marien Co. Ltd., his former employers.

1962

PETER ARMSTRONG recently received his M.B.A. from Fairleigh Dickinson University, Rutherford, N.J. He is now Administrative Assistant to the Executive Vice-President of the American Stock Exchange.

DR. BOB COOK obtained his Ph.D. from U.C.L.A. this year and is now working for Union Carbide Corp., Research Laboratories in Bound Brook, N.J.

JEFF FORD started his teaching career in earnest this fall. He is with the English Department at Columbia University, New York. According to a recent letter, he is a happy man in every respect.

BOB WALLACE is now living in Brantford, Ontario, where he works for Coca-Cola Limited.

1963

JIM HAYES has been appointed special assistant to N.D.P. Leader, Mr. T. C. Douglas.

BRIAN WILSON and his bride now live in Vancouver where he is a sales management trainee.

1964

CARLOS GARIN received his M.B.A. from Western University last May and is now employed at the Bank of Montreal, Head Office, Montreal.

PAUL LeBLANC has been appointed guidance officer at Loyola High School.

JEAN LECLERC received his Ph.D. in Biochemistry from the University of Ottawa and is now at the University of Edinburgh on a Medical Research Council Postdoctorate Fellowship.

LOUIS LEPROHON is an account executive with Spitzer, Mills & Bates, advertising agency.

NORMAN MAILHOT obtained his M.A. in Political Science from Toronto University this spring and has joined the Department of External Affairs as a Foreign Service Officer.

1965

ERVIN BRIGGS has moved to Saskatoon where he will continue with a Master's degree program in Accounting. He has also been awarded an assistantship and will lecture on Management Accounting.

TONY FERNANDEZ obtained an M.A. in education psychology from Ottawa University. He is currently teaching 6th grade in Pointe aux Trembles and taking advanced vocation studies at Thomas More.

LEO PERRON has found his vocation (teaching) through a near tragic experience which resulted in a three-month stay in hospital. Leo writes that while a student at the University of San Francisco Medical School, he was brutally attacked on the street one night by six negroes and his life saved only by the intervention of a passing young couple. (He suffered head concussion, broken eardrum, stomach wounds and other injuries). He returned home to Vermont to continue his studies there but discovered the medical school registration completely full. He decided to accept an available teaching position. He loved it, spent the summer studying at University of Maine, and is currently taking another course there while carrying on his duties as a biology teacher at Leavitt High School, Leavitt, Maine. Leo is working towards a Master's in Guidance Counselling. He hopes to take three courses at Macdonald College (McGill) next summer and to return to Montreal to obtain his Master's at McGill. He also finds time somewhere to carry out the duties of Chairman of the Science Dept., Advisor to the Junior Class, Vice-President of the Teachers' Association of their district, and to establish a school "Pep Club" to promote student participation at all athletic functions and to raise money for the athletic department. In Leo's words, "The field of education is great and I love it. I found myself there." Congratulations Leo and good luck.

1966

GILBERT BARLETTI is in second year studies towards his M.B.A. at Toronto University.

JOHN BECK is now living in Vancouver. So is **BRIAN BOIRE**.

ED COLLINS received his M.A. in Economics from Toronto University and is continuing studies towards a Ph.D. at the same university. Ed is holding an Ontario Graduate Fellowship, a Massey Foundation Fellowship and a University of Toronto Teaching Assistantship (Valued at \$4,430.00, total).

EARLE HAMILTON is a Casualty Property Insurance Underwriter.

BRIAN McASEY is in first year law at the University of British Columbia.

BRUCE McKAY is also in first year law studies of the U. of B.C. after working a year with Ayerst Laboratories, Montreal.

MIKE QUINN is living in New York and is employed by Pan-American Airlines.

TONY RYAN is in second year of M.B.A. studies at McMaster University.

1967

GENE D'IORIO and **CASS QUINN** are studying for their Master's degree at McMaster U.

BRUCE KELLY and **GEORGE LACKENBAUER** are also at McMasters but working towards Phys. Ed. degrees.

HUGO LAVOY is studying at McMaster University (evenings) to obtain a Master's degree in Romance Languages (French literature and language). A high school French Specialist, Hugo now teaches at St. Catharines Collegiate.

JOHN MacLEOD is studying Economics & Commerce at Simon Fraser University, Vancouver. He is also a teaching assistant in an undergraduate course there.

MORGAN McCAGUE is now living in Toronto.

JIM MARTIN is an auditor with a contracting firm, Bedard Girard Ltd.

KENNETH MINES is a management trainee with Simpson-Sears in Ottawa.

ROSS OAKES has been awarded a full scholarship from St. Michael's College, Toronto, for studies towards his Master's Degree in Theology.

GEORGES PREVOST is studying dentistry at the University of Montreal. So is **JEAN PAUL LEGAULT**.

S/LT. IAN VERRIJN-STUART has been posted to H.M.C.S. Skeena out of Halifax, Nova Scotia.

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Weddings

We extend our very best wishes for happiness to the following alumni and their brides. We hope they will keep in touch with our office as they settle into their new homes throughout the land.

Michel Beaudoin '62 married to Ann Treleaven in August.

Ross Brady '64 married to Joan Howard in October.

John Collyer '66 married to Carole Ann Hanlon in August.

William Costello '64 married to Jacqueline Annette Mather.

Moyle Ferrigan '65 married to Patricia Marie Donovan on November 18.

Andre Fitzpatrick '64 married to Kathryn Anne McCracken.

Norman Flett '64 married to Janet Devlin on June 23.

Carlos Garin '64 married to Louise Dorion on June 24.

Earle Hamilton '66 married to Janet Layzell on July 8.

John Hanna '67 married to Carol Anne Newton (daughter of Don Newton '40) on September 9.

Darrell Hanrahan '65 married to Theresa Helena Gill.

Richard Kind '62 married to Lorraine Frances Burke on October 28.

Brian Leggett '67 married to Sheila Maureen Mulloy.

John McCallum '65 married to Mary Jane Little on August 19.

Norman Mailhot '64 married to Donna-Fay Thomsen.

Carlos Mendiola '64 married to Atala Huizi.

Kenneth Mines '67 married to Mary-Lynn Lefrançois on August 19.

Leo 'Buddy' Moore '59 married to Maureen Dillon on July 23.

Edward Murphy '64 married to Diane Kelly on July 15.

Richard O'Connell '62 married to Joanna Maureen Allen.

Blair Poirier '62 married to Lynn McGuire on October 21.

Frank Rosar '64 married to Anne Marie Hubbard.

James J. Smith '52 married to Sandra Marian MacDonald on November 4.

Brian Wilson '63 married in England on August 5 to Janet Davies. They now reside in Vancouver.

Births

OUR congratulations to the following alumni, their wives and new members of the family.

Michael Brady '64 — a daughter on September 20.

Kenneth Broden '59 — a son on October 23.

Dennis Burns '63 — a daughter on September 21.

Dr. Henry Edwards '61 — a daughter on October 24.

Eduardo Fernandez '59 — a daughter on August 29.

John Ganley '60 — a son on November 3.

John Griffin '53 — a daughter in August.

Basil Holland '59 — a son on October 6.

Philip Lanthier '59 — a daughter in September.

Bruce Lawson '61 — a son on July 16.

Jean Paul Legault '67 — a son in September.

Lucas Lesiak '65 — a son in October.

Terrence O'Connor '56 — a son on October 20.

David Pemberton-Smith '56 — a son on October 22.

Alan Potter '64 — a son on September 5.

Georges Prevost '67 — a daughter on March 26.

James Rowen '55 — a son on September 22.

Gerald Ryan '64 — a son on October 8.

Thomas Steynor '65 — a daughter on September 24.

Dan Sullivan '56 — adopted another child, Peter, on October 2.

Mervyn Sullivan '63 — a son on May 23.

William Tinmouth '55 — a daughter on October 24.

Norman Vreugde '63 — a son in September.

Obituaries

We extend our sincere sympathy to the following alumni and families of alumni on their bereavement:

HENCHEY to Norman '55 on the death of his father, October 9.

McMANUS to Rev. Michael '52, on the death of his mother, October 7.

PHANEUF to the family of J. Emery, Q.C., '13, who died October 19.

RAWLINGS to Bryan '64, on the death of his father, September 22.

SHEA to Walter '35, on the accidental death of his wife, mother of Dr. Philip '63 and John '67 H.S., on September 23.

SHEPHERD to the family of James H. "Bill" '33, brother of Albert, Q.C., '39, who died suddenly at home on July 3.

TOMIUK to Thor '42, Dr. Sviatoslaw (Samuel) '45, Bohdan '50 and Mark '65, on the death of their mother, September 23.

Italian in the C.G.V.E.s

The Ministry of Education of the Province of Quebec has officially nominated **Professor John Costa** as a member of a committee of five who will draw up a program of Italian for the Colleges of General and Vocational Education (C.G.V.E.).

Mr. **Herbert Ladd** of the Department of Psychology received his doctorate from the University of Windsor on October 21st. Mr. **J. H. Bauer** of the Department of Psychology has had his doctoral dissertation accepted by the University of Manitoba and will take his oral examinations in November.

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